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ABSTRACT

A student's residence can make a significant contribution to his academic, social, and economic welfare. University administrators and housing officials have been challenged by students to provide housing that is responsive to the changing life styles and demands of students. They are meeting this challenge by modifying existing physical facilities and policies, and by constructing new forms of on-campus residence halls. It is vital that university personnel continue to meet the challenge because university housing is beneficial in 4 major ways: (1) it helps facilitate the student's social-educational growth; (2) it is convenient and economical for the student, the university, and the community; (3) a large number of parents and students desire the option of university residence halls; and (4) it provides an opportunity for the development of programs and facilities for student benefit. (Author/HS)

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Abstract of President Stanley Marshall's Address to the 24th Annual Convention of the Association of College & University Housing Officers in Hollywood, Florida, on August 2, 1972.

A student's residence can make a significant contribution to his academic, social, and economic welfare. For this reason, colleges and universities have an obligation to organize and administer housing.

University administrators and housing officials have been challenged by students to provide housing which is responsive to the changing life styles and demands of students. We are meeting this challenge by modifying existing physical facilities and policies, and by constructing new forms of on- campus residence halls.

It is vital that we continue to meet the challenge because university housing is beneficial in at least four major ways. First, it aids in the facilitation of the student's social- educational growth. Second, it is convenient and economical for the student, the university, and the community. Third, a large number of parents and students desire the option of university residence halls. And finally, it provides an opportunity for the development of programs and facilities for student benefit.

The future will undoubtedly find us concerned with such issues as the provision of trained counseling personnel, the creation of student leadership opportunities, the promotion of a

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living- learning environment, and the reflection of university- wide priorities in housing decisions.

Administrators continually re-think and restructure the pattern of curriculum, methodology of instruction, and modes of learning. Surely the student's living environment, where he spends 60- 75% of his time, must be considered of paramount importance in this restructuring of the educational experience. Housing officials must sustain an open attitude and remain sensitive to the ever-shifting needs of students while providing a viable program of university housing.

"MEETING THE CHALLENGE"

24TH ANNUAL CONVENTION
ASSOCIATION OF COLLEGE & UNIVERSITY HOUSING OFFICERS
HOLLYWOOD, FLORIDA
AUGUST 2, 1972

DURING THE FIRST YEAR OR SO AFTER I BECAME PRESIDENT OF THE FLORIDA STATE UNIVERSITY, I TOOK A MEASURE OF SOLACE IN HAVING PEOPLE TELL ME THAT MY JOB WAS THE TOUGHEST IN THE WORLD AND I WAS TO BE COMMENDED FOR HAVING ACCEPTED IT. AS A MATTER OF FACT, I THOUGHT IT WAS PRETTY TOUGH AND I APPRECIATED THEIR EXPRESSIONS OF COMMISERATION AND SUPPORT; BUT IN A LITTLE WHILE COMMENTS OF THAT KIND NO LONGER FOUND IN ME AN APPRECIATIVE RESPONSE, FOR I CAME RATHER QUICKLY TO BELIEVE THAT MY JOB IS SATISFYING MOSTLY BECAUSE IT IS TOUGH--TOUGH IN THE SENSE OF PLACING ME IN THE MAINSTREAM OF HUMAN EVENTS IN MY TIME. UNIVERSITY PRESIDENCY IS DEMANDING AND EXHILARATING PRECISELY BECAUSE IT DEALS WITH A VERY WIDE RANGE OF HUMAN PROBLEMS, BECAUSE THE PRESIDENT FINDS HIMSELF IN THE MIDDLE OF THE MOST DRAMATIC AND PROFOUND SOCIAL CHANGE, AND BECAUSE IF HE IS THE RIGHT PERSON FOR THE JOB AND IF HE CARES ENOUGH, HE JUST MIGHT MAKE A DIFFERENCE. TOUGH--YES, I SUPPOSE SO IN A WAY, BUT IF WE ARE LOOKING FOR A ONE-WORD CHARACTERIZATION OF THE JOB, THE WORD "FUN" WOULD BE MORE APPROPRIATE.

AND SO IT IS, I BELIEVE, WITH YOU. IN THIS PERIOD OF ABRUPT, DEMANDING, CHALLENGING, EXCITING CHANGE, YOU AS MUCH AS ANY MEMBER OF THE UNIVERSITY ADMINISTRATIVE FAMILY ARE IN THE MIDDLE OF THINGS. I USE THE EXPRESSION OFTENTIMES IN MY COMMUNICATIONS

WITH ALUMNI, PARENTS, LEGISLATORS AND OTHERS THAT THE CONSTITUTION HAS COME TO THE CAMPUS AND THAT HAS MADE THE RUNNING OF THE UNIVERSITY AN ENTIRELY DIFFERENT KIND OF ENTERPRISE FROM WHAT IT WAS FIFTEEN YEARS AGO. BUT THE ARRIVAL ON THE CAMPUS OF THE U.S. CONSTITUTION AND THE STATE CONSTITUTION AND STATUTES HAS NO WHERE MORE MEANING THAN THOSE AFFAIRS OF THE INSTITUTION THAT RELATE TO STUDENT LIFE, AND WITHIN STUDENT AFFAIRS, NO WHERE MORE MEANING THAN IN THE AREA OF HOUSING. FOR THE STUDENTS WHO COME TO OUR CAMPUSES COME THERE TO DO FAR MORE THAN GO THROUGH FORMAL LEARNING EXERCISES IN THE CLASSROOM; AND IF WE BELIEVE OUR RESPONSIBILITIES BEGIN AND END AT THE CLASSROOM DOOR, WE HAVE FALLEN FAR SHORT OF MEETING OUR OBLIGATIONS TO THOSE STUDENTS. INDEED, WE HAVE CHEATED THEM BY WITHHOLDING FROM THEM SOME OF THE INSTITUTION'S GREATEST POTENTIAL BENEFITS.

IF THE UNIVERSITY IS EVEN A FRACTION OF THE PLACE WE CLAIM IT TO BE, IF IT REALLY DOES BRING CHANGES IN THE LIVES OF YOUNG PEOPLE, IF IT PROVIDES THE EXPERIENCES WHICH MOLD THE LIVES OF HALF OR MORE OF OUR YOUNG PEOPLE, IT MUST SURELY FOLLOW THAT THE UNIVERSITY'S EFFECTS AND INFLUENCES CANNOT BE VIEWED AS ONLY THOSE RELATED DIRECTLY TO FORMAL INSTRUCTION. WHAT I AM SAYING IS WHERE AND HOW THE STUDENT LIVES DURING HIS YEARS IN HIGHER EDUCATION MAKE A GREAT DIFFERENCE, AND THOSE OF YOU WHO HAVE THE PRIME RESPONSIBILITY FOR WHERE AND HOW THE STUDENT LIVES ARE INDEED IN THE MAINSTREAM OF HUMAN EVENTS IN YOUR TIME.

As my distinguished colleague, President Carpenter has suggested, those of us on the campuses find ourselves today caught up in a fire storm of change. Change is sweeping through our highly industrialized country with waves of ever accelerating speed and unprecedented impact. This storm, far from abating, now appears to be gathering force.

As citizens of the world's richest and most technologically advanced nation, many of us find it increasingly painful to keep up with the incessant demand for change that characterizes our time. In the midst of the storm, we have been irreversibly affected. Our socity has changed, our universities have changed and our students have changed.

Never before has the academic world felt such pressure for change from its student ranks. The pendulum of student demands seems to be swinging now toward the "relevant", toward breadth, toward diversity, toward varied standards, toward concern for "the total student." I think we can agree that these are indeed current directions of change. But while debate continues about what actions should be taken, some decisions will have to be made.

And this is where we become involved. Students have presented us with the challenge of adapting to their changing values and life styles. Some administrators would choose not to accept the challenge. But I am here to speak with you today because I believe

THAT WE PREFER TO MEET THAT CHALLENGE, AND DEMONSTRATE OUR CAPACITY TO ADAPT.

I'D LIKE TO SHARE WITH YOU SOME THOUGHTS ON HOW WE ARE MEETING THE CHALLENGE, WHY WE NEED TO CONTINUE TO MEET THE CHALLENGE, AND WHAT OUR DIRECTIONS FOR THE FUTURE SHOULD BE.

LET ME DEMONSTRATE HOW THE COLLEGES ARE MEETING THE CHANGING NEEDS AND DESIRES OF STUDENTS. I SEE TWO MAJOR TRENDS WHICH EXEMPLIFY CURRENT EFFORTS TO COORDINATE UNIVERSITY HOUSING WITH STUDENTS' CHANGING LIFE STYLES. THE FIRST IS THE MODIFICATION OF EXISTING HOUSING FACILITIES AND POLICIES. SINCE MANY STUDENTS HAVE REJECTED HUGE, "INSTITUTIONAL" STRUCTURES, HARD-PRESSED HOUSING AUTHORITIES ARE LISTENING TO THEIR TENANTS. A YEAR-LONG STUDY SPONSORED BY THE EDUCATIONAL FACILITIES LABORATORIES REVEALS THAT STUDENTS WANT A VARIETY OF LIVING OPTIONS FROM WHICH TO CHOOSE; THEY WANT PRIVACY, THE OPTION OF RENTING ROOMS WITHOUT BOARD, AND A CHANCE FOR SMALL GROUPS TO ESTABLISH A FEELING OF CLOSENESS BY MEANS OF MEANINGFUL ACTIVITY AND SHARED INTEREST.

BASED ON THESE FINDINGS AND THOSE RESULTS FROM THEIR OWN SURVEYS, SOME UNIVERSITY ADMINISTRATORS HAVE INITIATED RENOVATION PLANS. M.I.T. IS A PRIME EXAMPLE OF AN INSTITUTION THAT HAS MOVED TOWARD A MODIFICATION: FOLLOWING REMODELING OF PUBLIC AREAS OF THE EAST CAMPUS DORM, THAT HALL QUICKLY FILLED TO CAPACITY. RISLEY COLLEGE OF CORNELL UNIVERSITY AND JUSTIN MORRILL COLLEGE AT

MICHIGAN STATE UNIVERSITY ARE BOTH LIVING-LEARNING CENTERS HOUSED IN RENOVATED BUILDINGS. AFTER SIX MONTHS OF EXTENSIVE PLANNING BETWEEN STUDENTS AND ADMINISTRATORS, A FIFTY-YEAR-OLD RESIDENCE HALL AT VALDOSTA STATE COLLEGE HAS BEEN RENOVATED INTO APARTMENTS.

IN ADDITION TO MODIFYING EXISTING PHYSICAL FACILITIES, UNIVERSITY ADMINISTRATORS ARE CONSIDERING MODIFICATIONS OF HOUSING POLICY ALLOWING STUDENTS TO PAINT THEIR ROOMS, AFFORDING THEM PRIVACY, AND GREATER CHOICE IN LIVING STYLES THROUGH VISITATION POLICIES AND CO-EDUCATIONAL RESIDENCE HALLS, AND OFFERING STUDENTS DOUBLE ROOMS AS SINGLES.

THE SECOND TREND IS THAT OF CONSTRUCTING NEW ON-CAMPUS RESIDENCE HALLS. MANY UNIVERSITY ADMINISTRATIONS TAKING THIS STEP HAVE INDICATED AN ATTENTIVENESS TO STUDENT PREFERENCES IN THEIR PLANNING. REGARDLESS OF THE EXTERIOR DESIGN OF THE BUILDINGS--HIGH-RISE, LOW-RISE, APARTMENTS, SUITES, PRE-BUILT UNITS--SEVERAL COMMON DENOMINATORS EXIST IN EACH PLAN. FIRST OF ALL, STUDENT REPRESENTATIVES SHARE IN THE PLANNING PROCESS OF NEW CONSTRUCTION. KITCHEN, BATH, AND LIVING/LOUNGE FACILITIES FOR A SMALL NUMBER OF RESIDENTS ARE INCLUDED IN NEW BUILDINGS. IN ADDITION, NEW RESIDENCE HALLS ARE GEARED TOWARD GIVING STUDENTS A VARIETY OF CHOICES REGARDING THEIR INDIVIDUAL ROOMS.

AN EXAMPLE OF A RECENTLY CONSTRUCTED RESIDENCE HALL RESULTING FROM THE COMBINATION OF STUDENT-ORIENTED RESEARCH AND NEW CONSTRUCTION

TECHNIQUES IS FOUND AT THE UNIVERSITY OF NEW HAMPSHIRE. A NEW CO-EDUCATIONAL RESIDENCE HALL, CITED BY AIA FOR ITS "VERY HUMAN QUALITY," PROVIDES FOR DOUBLE ROOMS WITH KITCHENETTE, LAUNDRY AND BATH FACILITIES FOR TWENTY-FOUR STUDENTS. BOTH THE UNIVERSITY OF MARYLAND AND THE UNIVERSITY OF MINNESOTA ARE USING PRE-BUILT MODULAR UNITS WHICH ARE ARRANGED IN CLUSTERS WITH TWENTY-FOUR STUDENTS HOUSED IN EACH CLUSTER. ANOTHER EXAMPLE OF RECENTLY CONSTRUCTED STUDENT HOUSING IS A TOWN HOUSE COMPLEX AT STONEHILL COLLEGE. A UNIT DESIGNED FOR TWELVE STUDENTS INCLUDES SIX SLEEP/STUDY ROOMS, A LOUNGE AREA WITH KITCHENETTE AND TWO BATHS.

THESE ARE JUST A FEW EXAMPLES WHICH INDICATE THAT WE CAN ADAPT TO CHANGING STUDENT NEEDS. WHETHER WE CHOOSE TO REMODEL EXISTING FACILITIES OR BUILD NEW TYPES OF STUDENT HOUSING, WE WILL SUCCEED BECAUSE WE CAN PROVIDE UNIVERSITY HOUSING WHICH IS DESIRABLE TO STUDENTS.

BUT IT IS NOT ENOUGH TO ACKNOWLEDGE THAT WE ARE CAPABLE OF MEETING STUDENTS' HOUSING NEEDS. AS CONSCIENTIOUS ADMINISTRATORS WE MUST DETERMINE IF THERE IS A VITAL AND CONTINUING NEED FOR UNIVERSITY HOUSING. MY EVIDENCE SUGGESTS THAT THERE IS SUCH A NEED, AND I'D LIKE TO SHARE MY REASONS WITH YOU. I BELIEVE THAT THERE ARE AT LEAST FOUR PURPOSES FOR CONTINUING STUDENT HOUSING:

FIRST, THE RESIDENCE HALLS AID IN THE <u>FACILITATION OF THE STUDENT'S SOCIAL/EDUCATIONAL GROWTH</u> BY PRESENTING OPPORTUNITIES

FOR ESTABLISHING REFERENCE GROUPS AND A SENSE OF COMMUNITY THROUGH SOCIAL PROXIMITY, LEARNING TOLERANCE FOR INDIVIDUAL DIFFERENCES, AND EASING SOCIAL RELATIONSHIPS. THE STUDENT'S EDUCATIONAL GROWTH AND DEVELOPMENT NEITHER ENDS AS HE LEAVES THE CLASSROOM NOR BEGINS WHEN CLASSES ARE BROUGHT INTO HIS LIVING UNIT. EDUCATION, IN ITS BROADEST SENSE, IS AN ON-GOING PROCESS THAT IS ENHANCED BY INTERPERSONAL RELATIONSHIPS AND EVERYDAY EXPERIENCES. WHEN ONE CONSIDERS THAT A STUDENT SPENDS 65 TO 70 PERCENT OF HIS TIME IN HIS LIVING CENTER, THEN ONE MAY CONCLUDE THAT THE RESIDENCE HALLS PROVIDE AN OUTSTANDING OPPORTUNITY FOR FOSTERING EDUCATIONAL GROWTH IN THE RESIDENTS.

RESIDENCE HALLS ALSO OFFER SECURE SOCIAL TIES WHICH PROVIDE A DEPENDABLE BASIS FOR A CONSISTENT AND STABLE SELF-PICTURE AND A FIRM SENSE OF IDENTITY.

IN ADDITION, THESE SOCIAL TIES PROVIDE EMOTIONAL SUPPORT TO THE STUDENT AS HE ADJUSTS TO UNIVERSITY LIFE.

FINALLY, AS THE STUDENT DEVELOPS HIS REFERENCE GROUP, THE VALUES AND NORMS OF THE GROUP PROVIDE A BACKGROUND AGAINST WHICH THE INDIVIDUAL'S DECISIONS ABOUT BEHAVIOR CAN OCCUR.

THIS FINAL POINT ABOUT REFERENCE GROUPS IS OF SPECIAL IMPORTANCE AT LARGE UNIVERSITIES. THE ABSENCE OF A FEELING OF "COMMUNITY" THAT IS PREVALENT IN THE MULTIVERSITIES TODAY IS A PRIMARY SOURCE FOR THE FRUSTRATION AND ALIENATION WHICH MANY TIMES MANIFESTS ITSELF IN STUDENT UNREST. DORMITORIES, I BELIEVE, CAN HELP PROMOTE

A SENSE OF COMMUNITY AND DETER STUDENT FEELINGS OF ISOLATION IN THE UNIVERSITY.

ALTHOUGH I HAVE PINPOINTED THE LARGER UNIVERSITIES WITH MY STATEMENT HERE, THE SMALLER LIBERAL ARTS COLLEGES SHOULD PAY HEED. ACCORDING TO THE HAZEN COMMITTEE REPORT ON THE STUDENT IN HIGHER EDUCATION, IT REMAINS TO BE SEEN, IN FACT, WHETHER THEY OFFER ANY MORE RESPECT FOR INDIVIDUALITY AND FREEDOM THAN THE MULTIVERSITIES. THE CREATION OF COMMUNITIES WHICH WOULD PRESUMABLY WORK TOGETHER, STUDY TOGETHER, AND PLAY TOGETHER MAY BE OF DECISIVE IMPORTANCE IN FUTURE PLANNING IN INSTITUTIONS LARGE AND SMALL.

ANOTHER ELEMENT AFFECTING STUDENT DEVELOPMENT IS THE DIVERSITY OF THE RESIDENCE HALL LIFE. WE KNOW THAT "THE STUDENT'S CONTACTS WITH DIFFERENT KINDS OF PERSONS CAN LEAD TO INCREASED EASE AND FREEDOM IN HIS RELATIONSHIPS WITH OTHERS." IT HAS BEEN NOTED BY SOME OBSERVERS THAT THIS ATMOSPHERE IS FURTHER ENHANCED BY CO-EDUCATIONAL HALLS--THERE IS MORE CASUALNESS AND EASE OF INTERACTION WITHIN THE CO-ED SETTING. RESEARCH AT HAVERFORD REPORTS THAT FOR "BOTH UNDERGRADUATES AND ALUMNI, RELATIONS WITH ROOMMATES AND FRIENDS WERE THE PRINCIPLE EXPERIENCES THAT TRANSFORMED ETHNOCENTRISM INTO GREATER ACCEPTANCE AND AFFECTION FOR OTHERS." THIS DAILY ENCOUNTER WITH "DIFFERENT" OTHERS HAS THE EFFECT OF REDUCING STEREOTYPING AND PREJUDICE, AND INCREASING TOLERANCE AND FREEDOM IN INTERPERSONAL RELATIONSHIPS.

IN SUMMARY, RESIDENCE HALLS HAVE BEEN SHOWN TO CONTRIBUTE SIGNIFICANTLY TO A STUDENT'S DEVELOPMENT BY PROVIDING OPPORTUNITIES FOR INTERACTION WHICH LEAD TO FORMATION OF REFERENCE GROUPS, SENSE OF COMMUNITY, DEVELOPING SOCIAL SKILLS, AND INCREASING TOLERANCE FOR OTHERS. COULD IT NOT THEN BE REASONABLE TO EXPECT THAT MANY OF THESE POSITIVE SOCIAL AND PERSONAL ATTRIBUTES FOSTERED BY RESIDENCE HALL LIVING WOULD ULTIMATELY BE GENERALIZED TO THE INDIVIDUAL'S LIFE STYLE AND AID HIM IN BECOMING A MORE PRODUCTIVE AND SENSITIVE MEMBER IN THE SOCIETY AT LARGE?

THE SECOND PURPOSE STUDENT HOUSING SERVES IS THE CONVENIENCE AND ECONOMY PROVIDED FOR THE STUDENT, THE UNIVERSITY AND THE COMMUNITY.

FOR THE STUDENT, CONVENIENCE (REFERRING TO PHYSICAL ARRANGEMENTS AND LOCATION) IS A SALIENT FACTOR IN DETERMINING SATISFACTION WITH HIS LIVING SITUATION. MANY STUDENTS ARE BECOMING DISILLUSIONED WITH LIFE OFF CAMPUS. THEY COMPLAIN OF HIGH RENTS, CRIME, TRANSPORTATION PROBLEMS, LEGAL HASSLES WITH LANDLORDS, POORLY MAINTAINED BUILDINGS, A FEELING OF ISOLATION AND 12-MONTH LEASES FOR NINE MONTHS OF OCCUPANCY. A SURVEY AT THE UNIVERSITY OF MICHIGAN REPORTED THAT OFF-CAMPUS APARTMENTS IN ANN ARBOR WERE THREE TO FOUR TIMES HIGHER THAN EQUIVALENT HOUSING IN DETROIT.

MANY COMMUNITIES WOULD SUFFER A REAL CRISIS IN HOUSING IF THE UNIVERSITY DISCONTINUED ITS RESIDENCE HALL PROGRAM. THIS SHORTAGE WOULD PROBABLY BE PARTICULARLY ACUTE IN THE LOW-RENT AREAS, PLACING

EXTREME PRESSURE ON FAMILIES IN THE LOWER INCOME BRACKETS. LANDLORDS, EAGER TO RENT AT A HIGHER PRICE TO STUDENTS, WOULD BE FORCING THESE FAMILIES TO MORE UNFAVORABLE HOUSING SITUATIONS, THUS, MULTIPLYING THE ALREADY-GROWING SLUM PROBLEM IN THE CITIES. CONSIDERING THE LAW OF SUPPLY AND DEMAND, IT IS PROBABLE THAT RENT ALL OVER THE CITY WOULD INCREASE AS MORE STUDENTS SEARCH OUTSIDE THE UNIVERSITY FOR HOUSING.

THUS, WITH REGARD TO THE CONVENIENCE AND ECONOMY INVOLVED, RESIDENCE HALLS ARE RESPONSIVE TO THE STUDENT, THE UNIVERSITY, AND THE COMMUNITY.

MY THIRD REASON FOR CITING THE CONTINUED NEED FOR UNIVERSITY HOUSING IS THAT A LARGE NUMBER OF PARENTS AND STUDENTS WANT IT. IN A RECENT HOUSING QUESTIONNAIRE ADMINISTERED TO THE PARENTS OF RESIDENT STUDENTS, ONLY ONE-HALF OF ONE PERCENT INDICATED THAT THE UNIVERSITY SHOULD NOT PROVIDE HOUSING FACILITIES. LIKEWISE, A PROPORTIONATELY HIGH PERCENTAGE OF POLLED RESIDENT STUDENTS SAY THAT LIVING IN A RESIDENCE HALL IS A VALUABLE PART OF THEIR TOTAL EDUCATIONAL EXPERIENCE AND SHOULD BE CONTINUED. I BELIEVE THAT IT IS THE RESPONSIBILITY OF THE UNIVERSITY TO ASSURE THAT PARENTS AND STUDENTS ARE OFFERED THE OPTION OF THIS TYPE OF HOUSING.

FINALLY, UNIVERSITY HOUSING PROVIDES AN <u>OPPORTUNITY FOR THE DEVELOPMENT OF PROGRAMS AND FACILITIES FOR STUDENT BENEFIT</u>. EXPERIMENTATION IS BEING CONDUCTED CURRENTLY TO EXPAND HEALTH, ACADEMIC, AND SOCIAL FACILITIES AND SERVICES TO RESIDENCE HALLS.

THE PLACEMENT OF SPECIALIZED ADVISERS, INSTRUCTIONAL FACILITIES, AND INFORMATIONAL MATERIALS IN THESE LOCATIONS OF MORE PROXIMAL ADVANTAGE TO STUDENTS IS AN ATTEMPT TO MEET INCREASED STUDENT NEED FOR MORE INDIVIDUALIZED, RELEVANT, AND CONVENIENT LEARNING EXPERIENCES.

WE HAVE EXAMINED FOUR REASONS WHY THERE IS A CONTINUED NEED FOR UNIVERSITY HOUSING. WE HAVE SEEN THAT A STUDENT'S RESIDENCE CAN MAKE A SIGNIFICANT CONTRIBUTION TO HIS ACADEMIC, SOCIAL, AND ECONOMIC WELFARE. FOR THIS REASON, IT IS MY BELIEF THAT COLLEGES AND UNIVERSITIES HAVE AN OBLIGATION TO ORGANIZE AND ADMINISTER HOUSING IN ORDER TO ACHIEVE MAXIMUM BENEFITS FOR THEIR STUDENTS.

BUT THERE ARE MAJOR PROBLEMS OF IMPLEMENTATION. FIRM COMMITMENT TO THE IDEALS OF STUDENT DEVELOPMENT BECOMES MEANINGLESS RHETORIC UNLESS POSITIVE PROGRAMS ARE INITIATED TO AID IN THE PROCESS. CERTAINLY THE FUTURE WILL SEE US CONCERNED WITH SUCH ISSUES AS THE PROVISION OF TRAINED COUNSELING PERSONNEL, THE CREATION OF STUDENT LEADERSHIP OPPORTUNITIES, THE PROMOTION OF A LEARNING ENVIRONMENT, AND THE STIMULATION OF STUDENT-FACULTY INTERCHANGE.

BUT TOWARD A BROADER PERSPECTIVE, I WOULD FOCUS YOUR ATTENTION ON TWO CONCERNS WHICH BECOME INCREASINGLY IMPORTANT AS WE CONTINUE TO MAKE HOUSING DECISIONS. THE FIRST IS THE IMPORTANCE OF COORDINATION BETWEEN HOUSING OFFICIALS AND OTHER UNIVERSITY

ADMINISTRATORS. AS UNIVERSITY PRIORITIES SHIFT, SO MUST THE PRIORITIES OF HOUSING. FOR EXAMPLE, IF WE CONTINUE TO ATTRACT LARGE NUMBERS OF TRANSFER STUDENTS AT THE JUNIOR LEVEL TO OUR INSTITUTIONS, WE MUST ASSURE THOSE STUDENTS OF ADEQUATE UNIVERSITY HOUSING. IF WE DETERMINE THAT THE ACADEMIC AND SOCIAL ADJUSTMENT OF FRESHMEN IS HIGH ON OUR LIST OF PRIORITIES, WE MUST BE CERTAIN THAT THIS DECISION IS REFLECTED IN THE QUALITY OF FRESHMAN HOUSING. IT IS BECOMING INCREASINGLY EVIDENT THAT ANY DECISION WHICH AFFECTS THE AVAILABILITY OR ASSIGNMENT OF HOUSING MUST REFLECT THE PHILOSOPHY OF THE UNIVERSITY AS A WHOLE.

I CANNOT PASS UP THE OPPORTUNITY TO EXPRESS SOME OF MY OWN DEEPLY FELT PHILOSOPHY ABOUT THE FUTURE OF THE ACADEMIC ENTERPRISE IN THE UNIVERSITY. I BELIEVE THAT WE ARE GOING TO SEE DRAMATIC CHANGES IN THE WAY EDUCATION GOES ON IN OUR INSTITUTIONS OF HIGHER LEARNING--OR IF WE DO NOT, WE WILL VERY LIKELY SEE THEM REPLACED BY ANOTHER AGENCY OF A DIFFERENT KIND WHICH MAY OR MAY NOT MEET THE NEEDS OF THE NATION AND ITS YOUNG PEOPLE.

IF THE WALLS OF THE CAMPUS ARE TO COME DOWN, SOMETHING ELSE WILL HAVE TO BE BUILT IN THEIR PLACE. IF WE ARE TO GIVE CREDIT FOR EXPERIENCES OUTSIDE THE CLASSROOM AND, INDEED, AWAY FROM THE CAMPUS, SYSTEMS WILL HAVE TO BE DEVELOPED TO MEASURE ACHIEVEMENT AND TO CERTIFY IT. IF WE ARE TO SHORTEN THE TIME REQUIRED OF THE STUDENT ON THE CAMPUS, WE WILL HAVE TO RE-THINK THE ENTIRE CHARACTER OF THAT EXPERIENCE. IF WE ARE TO TAKE FULL ADVANTAGE OF THE LIBERATED ELECTRON IN THE ACADEMY BY UTILIZING

TELEVISION AND THE COMPUTER AND ALL OF THEIR POTENTIALLY POWERFUL RELATIVES, CAN WE DO LESS THAN RE-THINK THE WHOLE PATTERN OF CURRICULUM AND METHODOLOGY OF INSTRUCTION AND MODES OF LEARNING? IF THESE ARE VALID HINTS OF CHANGE TO COME IN OUR INSTITUTIONS OF HIGHER EDUCATION--AND I HAVE NO DOUBT OF IT--CAN THE QUALITY OF THE STUDENT'S TOTAL LIFE EXPERIENCE ON THE CAMPUS REMAIN UNAFFECTED? THE QUESTION IS OBVIOUSLY RHETORICAL, FOR YOU AND I BOTH RECOGNIZE THE QUALITY OF THE STUDENT'S LIVING ACCOMMODATIONS, THE PLACE HE SPENDS 60 TO 75 PERCENT OF HIS TIME, IS OF PARAMOUNT IMPORTANCE IN THIS RESTRUCTURING OF THE EDUCATIONAL EXPERIENCE.

I HAVE BEEN TALKING ABOUT CHANGE AND I AM SURE YOU DETECT FROM MY GENERAL TONE THAT I AM ENTHUSIASTIC ABOUT MOST OF THE CHANGES I SEE COMING AND I ANTICIPATE FURTHER INVOLVEMENT IN HELPING TO BRING THEM ABOUT. I ALSO BELIEVE STRONGLY IN THE INVOLVEMENT OF STUDENTS IN MAKING CHANGES IN THE UNIVERSITIES AND I CANNOT PASS ON WITHOUT TELLING YOU THAT I WORRY SOMETIMES THAT CHANGE WILL COME--NO, NOT TOO FAST--BUT TOO PRECIPITOUSLY OR TOO IMPULSIVELY OR WITHOUT ADEQUATE THOUGHT AND ANALYSIS, WITHOUT CAREFUL ASSESSMENT OF THE NEEDS OF THOSE TO BE SERVED. WHAT I AM SAYING IS THAT YOU ARE PROFESSIONALS AND YOU HAVE A SERIOUS RESPONSIBILITY TO ACQUIRE KNOWLEDGE OF STUDENT HOUSING AND AN UNDERSTANDING OF THE NEEDS OF THOSE TO BE SERVED BY IT. MY OWN RECORD OF INVOLVING STUDENTS IN THE GOVERNANCE OF THE UNIVERSITY WILL SPEAK FOR ITSELF--I BELIEVE DEEPLY IN STUDENT PARTICIPATION. BUT THERE IS SOMETIMES A DIFFERENCE BETWEEN WHAT A GIVEN STUDENT

SAYS AT 3:30 ON WEDNESDAY AFTERNOON AND WHAT HE WOULD SAY IF GIVEN THE ENCOURAGEMENT AND OPPORTUNITY FOR SERIOUS REFLECTION ON THE QUESTION. THERE IS OFTENTIMES A VAST DIFFERENCE BETWEEN THE EDUCATIONAL NEEDS OF YOUNG PEOPLE AND THE RESULTS OF A POLL TAKEN BY THE MEN IN THE WEST WING OF THE SIXTH FLOOR OF DORMITORY X ON SOME MATTER OF PARTICULAR INTEREST.

THERE IS NO SUBSTITUTE FOR RESPONSIBLE AND MATURE PROFESSIONAL LEADERSHIP AND WITHOUT IT THE AREA OF THE UNIVERSITY'S WELFARE WHICH YOU REPRESENT COULD QUICKLY BECOME THE CAMPUS WASTELAND. LEADERSHIP REQUIRES THAT LEADERS CALL UPON THEIR OWN OBSERVATIONS AND EXPERIENCES IN EDUCATION AND DECISION-MAKING.

THE UNIVERSITY IS NOTHING IF NOT A COMMUNITY, AND THOSE WHO PARTICIPATE IN IT MUST ACCEPT PARTICIPATION AND ACCEPT INSTITUTIONAL MEMBERSHIP WITH THE CONSTRAINTS ON INDIVIDUAL FREEDOM THAT IMPLIES. MICHAEL NOVAK, IN HIS BOOK, "THE RISE OF THE UNMELTABLE ETHNICS," SAYS: "THERE IS NOT NOW, THERE NEVER WAS, THERE NEVER WILL BE A SOLITARY AUTONOMOUS SELF, APART FROM SOCIETY..THE SELF IS NOT AN 'I' BUT A 'WE'. THERE HAVE TO BE LIMITS AND THERE HAVE TO BE COMMITMENTS WITHIN THOSE ACCEPTED LIMITS." AS WILLIAM V. SHANNON SAID IN THE NEW YORK TIMES A COUPLE OF DAYS AGO, "THESE CONSTRAINTS AND COMMITMENTS NOT ONLY MAKE SOCIAL LIFE POSSIBLE BUT ALSO MAKE IT INTERESTING."

STILL DISCUSSING THE NEED OF HUMAN BEINGS TO ACCEPT RULES AND REGULATIONS AND EVEN SOME LIMITATIONS OF THEIR FREEDOM, WE

ARE REMINDED THAT ROBERT FROST ONCE REMARKED THAT HE NEVER WROTE FREE VERSE BECAUSE "IT WOULD BE LIKE PLAYING TENNIS WITH THE NET DOWN."

MORE THAN MOST MEMBERS OF THE UNIVERSITY ADMINISTRATIVE ORGANIZATION, YOU MUST SUSTAIN AN OPEN ATTITUDE ABOUT YOUR OBLIGATIONS AND YOUR RESPONSIBILITIES. YOUR HIGHEST OBJECTIVE MUST BE TO REMAIN SENSITIVE TO THE EVER-SHIFTING NEEDS OF STUDENTS, FOR A SYSTEM THAT IS UNRESPONSIVE IS A SYSTEM THAT WILL NOT LONG ENDURE. I AM COMMITTED, AS IS THE UNIVERSITY I REPRESENT, TO A STRONG, VIABLE PROGRAM OF UNIVERSITY HOUSING. I BELIEVE IT SERVES A USEFUL PURPOSE ON OUR CAMPUS, THAT IT MEETS THE NEEDS OF OUR STUDENTS BETTER THAN ANY OTHER SYSTEM AVAILABLE. BUT THE CHALLENGE OF KEEPING THE SYSTEM STRONG AND VIABLE IS A GIGANTIC ONE AND YOU MORE THAN ANY OTHER ARE THE PEOPLE WHO MUST MEET IT. THE QUESTION REDUCED TO ITS SIMPLEST TERMS IS, "HOW CAN WE BEST SUCCEED IN OUR EFFORTS TO HUMANIZE THE EDUCATIONAL EXPERIENCE?" I WISH YOU WELL IN THE FUN-FILLED YEARS AHEAD.